BULLETIN TO THE SCHOOLS

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May 1949

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THE UNIVERSITY OF THE STATE OF NEW YORK

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THE UNIVERSITY OF THE STATE OF NEW YORK
BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

CHARLES F. PROBES, *Editor* MILDRED HAND, *Assistant*

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Bulletin to the Schools

VOLUME 35 MAY 1949 NUMBER 9

Bridging the Gap for Rural Youth

Agricultural and Technical Institutes Aim To Provide Essentials for Good Farming and Good Living[1]

HALSEY B. KNAPP
Director, Long Island Agricultural and Technical Institute, Farmingdale

THE STATE EDUCATION DEPARTMENT is authority for the statement that of the pupils who enter high school, only about half finish. Why? Of those who finish, six out of ten go no further with their training in any form. Why? Of the four out of the ten who do go further, many drop out without completing what they have attempted. Why?

Can this "why" at any of these stages be ignored? If it can not be ignored, then we must decide whether we are going to seek to bend our young people to fit established, traditional patterns of education (in which we shall fail) or whether we shall develop kinds and types of education to fit their interests, abilities and needs — to fit the needs of a society changing in its patterns and needs more rapidly than we seem to be modifying our educational ideas. We can scarcely concede that the difficulty lies with our young people, or maintain that a system which as it moves along seems to work in behalf of the minority is adequate, democratic, or in the long view either rational or possible.

I know that there are many answers to the "whys," that there is no simple, direct, total answer. I suggest, however, that one very important answer is that large numbers of young people do not see much of interest to them in the way of further training beyond the high school. If they did see it, it may well be that more would finish high school in order to be eligible for this training.

A new type of education is on the horizon. It seeks in large measure to fill the present gap. In order that we may identify it somewhat we call it "technical" to distinguish it from vocational training at the high school level, on the one hand, and vocational training of the collegiate type, on the other hand. It is the type of training which the state agricultural and technical institutes seek to give.

Technical training includes not only a knowledge of current practices, but a sufficient understanding of the scientific principles underlying them so that the individual is not bound to a rule or a routine.

[1] Excerpts from a statement to the New York State Conference Board of Farm Organizations.

A good hired man who likes cows can get satisfactory production under a given and fixed set of conditions. It is when these conditions change that he is in trouble. There must be the ability to make adjustments, to improvise, to move in one of several directions, to take account of trends and cycles, perhaps of the interjection or interference of artificial factors such as sometimes emerge at high levels of government. In baseball parlance, you would call it the ability to "switch hit." There must be a knowledge of the agencies seeking new information in the field, the determination to keep abreast of the findings of these agencies and to make use of them from year to year. These are the goals of technical education in agriculture.

Included also in a technical type of training, and I deem this more important than anything else, is an awareness of what is going on in the world at large, an acceptance of the democratic idea of responsibility and accountability. This, in the last analysis, must be the core of any type of education that is really worth while, for we are training men first. For this there can be no alternative or substitute. Other things may be added but this much can not be taken away.

We have in the institutes a type of training well distributed over the State, convenient from the standpoint of distance, streamlined as to the time required, at a minimum of expense, geared to practice and the principles underlying practice, drawing students from the rural communities and sending the graduates back to the rural communities. They go back possessing not only the essentials for good farming but for good living, sensitive to their dependence on others and to the need for working together. These factors are emphasized again and again in their training at the institutes. In due time these graduates, when they have earned the respect and confidence of their neighbors, are called to positions of leadership at community and state levels. There is, I believe, no greater need in agriculture and rural life at the present time than leadership at the community level. If this is well cared for, other types of leadership will emerge when the challenge and the need appear. This is an intangible kind of contribution by the agricultural and technical institutes. It can not be measured in definite terms.

I do not feel presumptuous in suggesting that the agricultural colleges of the future will train men and women for investigation and research, for teaching, for the key positions in the public service, that increasingly they will take on the character of institutions of graduate study because more time is required in preparation for their indispensable services. I believe that the agricultural and technical institutes, or the agencies which evolve from them, will train for production and services related to production and for many of the less strategic positions in the public service.

It will not be and indeed is not now, if properly understood, a question of competing types of training, of something better or worse, superior or inferior, but of adaptation to different people for different purposes, all the purposes being valid in the total scheme. It is a matter of fortifying and rounding out our prevailing types of education, keeping in mind that it is of the highest importance that somewhere young people from the rural communities be given a type of training that will prepare them, invite them, encourage them and persuade them to go back to the rural communities to find there their life work and to be happy in the finding.

Pigeons and Starlings Are Poor Tenants

A New Electronic Device Helps Meet a Building Maintenance Problem

ALBERT D. GUNN
Syracuse, New York

THE ROOSTING and nesting of birds on public buildings has been a major maintenance problem for many years. The trouble is confined to the three introduced species, the English sparrow, the European starling and vagrant domestic pigeons. Various methods of eliminating these pests, with their untidy practices, have been tried with but little success in the past. Now it appears that one of the latest electronic developments is accomplishing the desired results in a sensible and humane manner. The State of New York entered into a contract for bird-proofing the State Education Building at Albany by means of this new device known as the Electronic Pigeon Evictor.

The installation consists of heavy parallel copper wires in sets of three, the wires being spaced a few inches apart and strung inconspicuously along the projecting ledges and around the ornate capitals of the many columns on the front and ends of the structure, the areas most frequented by the pigeons and starlings. Of the three wires only the central one is charged, the flanking wires being grounded. The charged wire carries an electrical impulse, 38 times to the minute, creating an area or field of static type electricity, fluctuating from zero to about two inches in radius. The pulsating current flows from a small activating device about the size of a table model radio, containing a transformer, several radio tubes and a relay. There are six of these activating devices, and six circuits with some 35,000 feet of wire are required for bird-proofing the 600-foot long building.

Whenever a bird approaches sufficiently close to come within the electrical field, it receives a slight shock which startles but does not harm it. This results in its becoming shy of the wired areas and soon deserting the building for some undisturbed roosting place. It is not necessary for the bird actually to come in contact with the installation in order to receive an impulse. If it flies within the static field or even alights on a charged wire, the latter becomes for the moment grounded, through proximity to the flanking wires, and the flow of current is resumed as the bird departs in haste.

The basic difference between this electronic method and the stuffed owls and cats, looped or spiked wires, wax, balloons and other makeshift repellents which have proved unsatisfactory, is the fact that the bird encounters a condition that is physically disagreeable each time it enters the treated area. It immediately learns that the wire it sees is not an empty threat. The nonactive repellents mentioned are soon discovered to be merely inert objects to be despised and roosted upon. The reaction of the birds to this electrical impulse varies with the species concerned. At present only pigeons and starlings have been observed in tests with full-scale installations.

Pigeons, which seem to be strictly individualists, may enter the electronic area

A Winter Night at the State Education Building While Birdproofing Was in Progress. Picture Shows About 60 Per Cent of Usual "Load" of Starlings.

four or five times before becoming convinced that the installation is there to stay and that they have been given a final eviction notice. They do not appear to transmit their fear of this repellent to other individuals of the flock. But starlings, being highly gregarious and more wary, exhibit an entirely different response to the device. One bird getting an impulse may take with it as many as 50 additional birds from untreated areas of the building when it leaves.

The wiring of the State Education Building was commenced about November 15th, two weeks after the starlings began their annual flocking into the city to occupy their customary winter roosting places. A constant day-to-day reduction in the number of starlings entering the roosting area about the building was noticeable as the wiring progressed.

The starling population at this winter roost has been conservatively estimated at above 30,000 birds. As soon as the wiring had been installed and charged at each end of the 600-foot long colonnade along the front of the building, the massed birds avoided it and crowded in toward the center. None of them seemed inclined, at first, to leave the building. This resulted in more noticeable contention for the better roosting places. After approximately 30 per cent of the front had been wired, a decrease was apparent in the number of starlings approaching the building at the gathering times in late afternoon. The remaining birds seemed to become restless and more easily frightened, gradually deserting the building by groups and companies.

It is notable that the starlings, and to a less extent the pigeons, will not roost

on the more open ledges or projections exposed to air currents. They seek the niches or sheltered spots, where singly or closely crowded they conserve their body heat. Starlings are not so well adapted to bitter cold. The past winter having been remarkably mild, their eviction caused them no great inconvenience; but in previous severe winters starlings have occasionally been found frozen to death beneath the crowded roost following sub-zero nights.

During the progress of operations the starlings were so aggressive that they forced a great many pigeons to leave the building. Two starlings were observed persistently trying to dislodge a pigeon from a small sheltered ledge by forcing their heads under his body. Failing in this attempt, they accepted apparent defeat and compromised by roosting on the pigeon.

By February 15th, the wiring was about 80 per cent completed, and about 95 per cent of the birds had left the building. The starlings still were streaming in from the countryside at sundown by their accustomed routes, and some flocks from force of habit swirled back and forth for a time along the front of the building; but they gave up before dusk and settled elsewhere for the night. Experience indicates that once they have deserted a favorite roost they will not readily return to it in numbers, even though the current has been turned off for months. The pigeons, as a persistent year-round problem, necessitate a more elaborate installation.

For the reassurance of those who may be concerned that these unwanted birds are being driven from their favorite resorts on city buildings, we offer the reminder that they once lived happily and healthfully in the country areas where they still may reside as useful and peaceful citizens. Therefore it seems that if they can be induced to return to their former way of life we are doing the birds no harm by removing them through the use of this new repellent which makes possible the restoration of numberless disfigured public and private buildings to their original beauty and value.

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Citations Received

Several members of the staff of the State Education Department were among those honored at a dinner given by Governor Thomas E. Dewey for volunteer leaders of the United States Savings Bond program in New York State. The dinner was given in New York City on April 19th. Citations "For Outstanding Volunteer Service" were presented by the United States Treasury Department. Those who received citations are: Dr Edwin R. Van Kleeck, Assistant Commissioner for Instruction, who is chairman of the Schools Committee for the State Division of the United States Savings Bonds Organization; Dr Arthur K. Getman, Assistant Commissioner for Vocational Education, a former member of the State Executive Committee; Dr Alvin C. Eurich, President of the State University of New York; Helen Hay Heyl and Dr Frederick H. Bair, who as chiefs of the Bureaus of Curriculum Development in the Divisions of Elementary and Secondary Education, respectively, assist Doctor Van Kleeck with the program.

The Vice Chancellor of the Board of Regents, John P. Myers, is county chairman for Clinton county; Regent Edward R. Eastman and R. C. S. Sutliff, Acting Chief of the Bureau of Agricultural Education, are members of the State Agricultural Advisory Committee. Regent Roger W. Straus was also a guest at the dinner.

Study of City School Law Will Continue

Revisions Are Proposed To Clarify Fiscal Authority of Boards of Education

A BILL to simplify the city school law and to clarify the fiscal relationships between city school districts and city governments in cities under 125,000 population was introduced in the 1949 Legislature for purposes of study. After a year of study by educational and municipal leaders throughout the State, it is expected that the bill will be reintroduced, with such changes as seem desirable, for enactment in the 1950 legislative session.

It was introduced at the suggestion of the State Comptroller's Committee on Constitutional Tax and Debt Limitations and City-School Fiscal Relations. Dr James E. Allen jr, Executive Assistant to the Commissioner of Education, has represented the Education Department on the committee. He has been assisted by the Division of Research in studying city-school fiscal relationships and by the Division of Law in the drafting of the new law.

The Comptroller's committee has studied the matter for a year and has found that great legal and administrative confusion has long characterized the fiscal relationships between city governments and city school districts. The present city school law became effective in 1917. It was, from the beginning, made up of many compromises, and has never had a thorough and systematic revision. Instead, there have been enacted many special acts pertaining to education in special cities until there now exists a conglomeration of laws, charter provisions and administrative practices that almost defies description, according to the committee.

PAUL A. HEDLUND
Research Associate
Division of Research

In its report the committee says that "this degree of complexity in city-school fiscal relationships is not only highly confusing but detrimental to both education and municipal government. Extensive revision of the present city school law is needed to bring about a more uniform and workable pattern of city school administration."

The committee has sought to resolve the conflicting viewpoints of educators and municipal government authorities on the issue of the fiscal independence of city school districts. It agreed that fiscal independence was inseparable from fiscal responsibility and then went on to define a fiscally independent and responsible school district as follows:

1 The school district shall have as its governing body a board of education elected by the voters of the district.

2 The school district, through its board of education, shall have full responsibility for, as well as control over, the local administration of the school district's current fiscal affairs.

a The school district shall have a tax limit separate from that of the city.

b The annual budget shall be prepared and adopted by the board of education and shall not be subject to approval by municipal authorities.

c School district taxes shall be levied by the board of education and shall be billed separately from those of any other political subdivision of the State. The

school district shall be permitted to contract with the city for services in the billing and collection of taxes.

d The school district shall assume the burden of its delinquent taxes through use of a tax overlay. Tax delinquent property shall be sold by the city or county, and not by the school district, but the school district shall receive its proportionate share of receipts therefrom.

3 The school district, through its board of education, shall have as much responsibility and control over the local administration of the school district's capital finances as is consistent with the present constitutional debt limit provisions. Until adequate provision can be made for separate debt limits, consent of city authorities for borrowings shall continue to be required where school debt is included within the city's debt limit. Provision shall be made also for vesting in the school district title to all school property, and, as a corollary, for the payment by the school district to the city of amounts required for debt service on outstanding city debt issued for education purposes.

The new city school bill, introduced in the 1949 Legislature upon the committee's recommendation, embodies the above-mentioned points. It was introduced for study at this session of the Legislature for two reasons.

First, it can not be passed until the voters of the State have acted this fall upon the constitutional amendment which will establish separate tax limits and separate debt limits for school districts wholly or partly within cities under 125,000 population, thus establishing the financial responsibility of school districts.

Secondly, it is the opinion of the committee that major revisions of a law as important as the city school law should receive full and widespread study by educational and municipal leaders throughout the State before being recommended to the Legislature for passage. Copies of the bill (Assembly Bill No. 3387) have been printed and made available to city and school officials and other interested persons. Copies may be obtained by writing to the Bureau of Publications, State Education Department, Albany.

The Commissioner of Education will arrange a conference with representatives of the New York State Teachers Association, the city superintendents and the State Education Department, for the purpose of stimulating further study of the city school law.

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United Nations Study Kit Available

To meet the increasing demand for a selection of United Nations publications which will provide adequate study material at a nominal price, the U. N. Department of Public Information has issued a Study Kit on the United Nations.

The United Nations Study Kit No. 1 contains a selection of current United Nations booklets, bulletins and pamphlets which present a clear and interesting account of how the United Nations and its related agencies came into being, how they work and what they are doing. The kit material provides not only the basic, essential information necessary to beginning students of the United Nations, but also more detailed and comprehensive material of interest to teachers, discussion group leaders and advanced students.

The Study Kit sells at $1 and is obtainable from all sales agents for United Nations publications.

Utica Institute Holds Open House

Visitors Inspect a Laboratory at the Utica Institute

Some 800 public officials and civic leaders were guests of the New York State Institute of Applied Arts and Sciences at Utica on April 5th. They came to inspect the institute's newly established technical laboratories which have been set up under the supervision of Albert V. Payne, head of the industrial and technical division.

The program included demonstrations in the electrical power laboratory, electronics laboratory, textile chemistry and testing laboratories, metallurgical and materials testing laboratories, the machine tool laboratory and the engineering drawing rooms. These demonstrations were conducted by students in a manner which created a very favorable impression on the visitors. Many of the guests expressed considerable pleasure that the State is making such an effort to provide this type of training.

The following day pupils and instructors from about 50 high schools in the Utica area visited the institute. As a result, a number of pupils decided to enrol in the various courses offered by the technical division. These courses are electrical technology, mechanical technology and textile technology.

The Utica institute is the only school in the United States offering a two-year course in textile technology. For this reason it is attracting many students from points far distant from the Utica area. At present three foreign students are enrolled in the course and others are making application for admission in the fall.

State Fair Will Be Host to Pupils

SCHOOL CHILDREN throughout New York State will again have the opportunity of seeing the New York State Fair, which is being revived this year after a war-enforced leave of absence from the educational scene.

The State Fair will be conducted in Syracuse from September 5th through 10th, and will be a full-scale, well-rounded exposition for young and old alike. As in the past it will be the show window for the State's agricultural industry, for its business and manufacturing interests, for the State's resources, educational facilities and official services.

As in the past also, school children from all parts of the State will be permitted to attend the fair without cost.

One special Youth Day has been designated by C. Chester DuMond, Commissioner of the Department of Agriculture and Markets. That day is Friday, September 9th.

On that day, children with pupils' tickets, will be admitted without cost to the fairgrounds, where they may see the demonstration of the State's economic and cultural and industrial life and enjoy the largest amusement area in fair history. Fair officials explain that under federal law, children 12 years of age and over will be required to pay the ten-cent amusement tax. All under 12 years will be admitted without tax.

Incidentally, the State Fair this year will provide the most complete Youth's Fair in history. All rural and urban youth organizations will participate in this fair within a fair. Premiums available to the State's youngsters will be double those offered in previous years.

Pupils' tickets will be distributed only through schools. They will be obtained for the schools by the city, village and district superintendents of schools. Teachers and principals are asked to forward requests for pupils' tickets to their superintendent of schools. Superintendents will total all the ticket requests for the schools under their supervision and make application for the tickets to Bligh A. Dodds, Director, New York State Fair, Syracuse, indicating their name and title, address and number of tickets requested.

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New Traffic Safeguard

An important new traffic safeguard for school children has been established in the city of Albany through a cooperative plan worked out by Mayor Erastus Corning 2d, Police Chief Philip G. Coffey and Superintendent of Schools John W. Park. Under a directive issued by the mayor, parking of vehicles anywhere in front or on the sides of any school building is prohibited. Curbs are painted to indicate the "no parking" areas and the regulation is enforced by the police.

Superintendent Park, speaking enthusiastically of the plan, pointed out that in spite of every effort to instruct children in traffic safety they will forget and occasionally dart out between parked cars into the street. When curbs adjacent to school sites are clear of vehicles, children will be seen by drivers at a safe distance.

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Named to Foundation

Commissioner Francis T. Spaulding has been named to a committee of six educators to guide the spending of funds of the Ford Foundation, a trust set up by the late Henry Ford and his son, the late Edsel Ford, for educational purposes.

Precautions for the Polio Season

Warning that the 1949 polio season is "just around the corner," the National Foundation for Infantile Paralysis has issued a list of precautionary measures to be observed by those in charge of children during the epidemic danger period which usually runs from May through October, reaching its peak during the hot, midsummer months. The five easy-to-follow health rules for children are:

1 Avoid crowds and places where close contact with other persons is likely.

2 Avoid overfatigue caused by too active play or exercise, or irregular hours.

3 Avoid swimming in polluted water. Use only beaches or public pools declared safe by local health authorities.

4 Avoid sudden chilling. Remove wet shoes and clothing at once and keep extra blankets and heavier clothing handy for sudden weather changes.

5 Observe the golden rule of personal cleanliness. Keep food tightly covered and safe from flies or other insects. Garbage should be tightly covered and, if other disposal facilities are lacking, it should be buried or burned.

The National Foundation also lists the following symptoms of infantile paralysis: headache, nausea or upset stomach, muscle soreness or stiffness, and unexplained fever. Should polio strike in your family, call a doctor immediately. Early diagnosis and prompt treatment by qualified medical personnel often prevent serious crippling, the National Foundation points out.

The organization emphasizes that fear and anxiety should be held to a minimum. A calm, confident attitude is conducive to health and recovery. Parents, it says, should remember that of all those stricken, 50 per cent or more recover completely, while another 25 per cent are left with only slight aftereffects.

If polio is actually diagnosed, contact the chapter of the National Foundation for Infantile Paralysis serving your community. The chapter will pay that part of the cost of care and treatment which patient or family can not meet.

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Child Health Services

Child Health Services in New York State, the recently published report of a cooperative survey, is available without charge from Dr George M. Wheatley, Metropolitan Life Insurance Company, 1 Madison avenue, New York 10, N. Y. Doctor Wheatley was director of the survey, prepared by the New York State members of the American Academy of Pediatrics in cooperation with the State Medical and Dental societies, the State Department of Health, the State Education Department and other official and voluntary agencies.

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New Superintendency

A village superintendency has been established in Farmingdale, following an enumeration made by the State Education Department at the request of the Board of Education.

Dr John J. Finnessy will take office as superintendent July 1st, succeeding the present superintendent, Dr John M. Lahr.

What Makes a Good Teacher?

A cooperative four-year study to improve the selection of candidates for professional education in preparation for secondary school teaching has been undertaken by the 24 upstate colleges and universities that prepare such teachers.

The study was proposed by the colleges to Dr Hermann Cooper, Assistant Commissioner for Teacher Education. The colleges believe that the teacher shortage in the secondary schools will soon be alleviated and that improved practices in the selection of students can soon be put into use to improve the general level of teaching skill, to conserve the teacher education facilities of the State for those who can profit most from them and to improve college guidance in this area.

The Division of Research was asked to serve as coordinator for the colleges in carrying out a cooperative study. Dr Paul A. Hedlund, research associate, prepared tentative plans for the study. These were approved by the Commissioner of Education, and last November the Board of Regents named the following advisory committee to represent the 24 colleges: Dr L. O. Cummings, University of Buffalo; Dr Henry C. Mills, University of Rochester; Dr Joseph J. Romoda, St Lawrence University; Dr Verna White, Syracuse University; Dr A. L. Winsor, Cornell University; Dr Milton G. Nelson, State College for Teachers at Albany; and Dr Joseph Seidlin, Alfred University.

This committee met twice to formulate the plans for the study before they were presented for approval to representatives of the 24 colleges at Syracuse on March 23d. Dr J. Cayce Morrison, Assistant Commissioner for Research; Dr Warren W. Coxe, Director of Research; Dr Ralph B. Spence, research consultant; and Dr Irving Lorge, director of the Institute of Psychological Research, Teachers College, Columbia University, have aided the committee in its deliberations.

The plan of the study calls for the gathering of comprehensive data on the intellectual, personal, social and physical characteristics, as well as the interests and attitudes, of applicants for professional education as secondary school teachers. The same students will then be followed through to note their success in professional education, their entry or nonentry into teaching and their success in teaching after one or two years' experience.

The study will then seek to determine which student characteristics, or patterns of characteristics, measurable at the time of admission to teacher-preparing curriculums, are related to success in professional education and to later success in teaching.

In order to define good teaching more accurately and measure it more reliably, case studies will be made of superior teachers in several school systems throughout the State.

If the study is successful in establishing stable relationships between admissions measures and eventual teaching success, much can be done to guide into teaching those best qualified for it and to help those not so qualified to choose other work.

Manual on Building Needs Planned

A manual for the use of lay groups in studying the school building needs of the community is in the early stages of preparation and will be published for use in the fall.

The project grew out of a resolution of the Council of School Superintendents, passed in October 1948.

The advisory committee on lay participation, which recently functioned in the formulation of the study guide, Teachers for Today's Schools, is serving in the same capacity for the school building manual. Its members are: Florence Beaumont, assistant superintendent, New York City; Lester B. Foreman, district superintendent, Monroe county; John Holden, professor of education, State Teachers College, Geneseo; John L. Miller, superintendent, Great Neck, Metropolitan School Study Council; Gladys Newell, teacher, Delmar, New York State Teachers Association; Fred B. Painter, superintendent, Gloversville, Council of School Superintendents; and W. Arlo Sylvester, East Greenbush, State School Boards Association.

Other projects being considered by this committee are a revision of the lay study guide, Problems Confronting Boards of Education, to make it more applicable to current needs, and the publication of a report on Lay Participation in Educational Planning, which will consider more generally how to use lay groups effectively.

These projects are being carried out by Dr Ralph B. Spence, research consultant, and Dr Paul A. Hedlund, research associate.

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School Building Plans Approved

Building plans recently approved by the Division of School Buildings and Grounds of the Department include the following:

Endwell, alterations to Hooper School, $11,660

Fredonia, alterations and additions to Fredonia High School, $115,000

Deer Park, construction of sewage disposal system, $3100

Watkins Glen, acoustical treatment of ceilings for 13 classrooms, $4180

Madison, addition, $70,000

Schoharie, alterations, $3500

Rouses Point, new gymnasium floor, $6832.50

Knapps Creek, addition, $15,000

White Sulphur Springs, addition to elementary school, $75,000

Croton on Hudson, improvement of play area and construction of road, curbs, sidewalks and fencing at Pierre Van Cortlandt Elementary School, $12,055.20

Wantagh, new grade school, $850,000

Red Creek, repairs, Fair Haven Elementary School, $3600

Depew, alterations and additions to North Side Grade and Junior High School, $90,000

Lansingburg, alterations and equipment for new kitchen, Knickerbacker Junior High School, $13,000

Peru, addition and alterations to central school, $299,000

Madison, new grade school at Knoxboro, $100,000

Glasco, new auditorium floor, $3625

Jerusalem (Levittown), two new grade schools (Abbey Lane and Gardiners Avenue) $575,000

Films for Child Development

The following list of 16-millimeter sound motion pictures has been compiled by the Bureau of Child Development and Parent Education with the collaboration of the Bureau of Radio and Visual Aids. These films were thought worthy of being brought to the attention of those who seek a better understanding of children through the use of the motion picture.

Information regarding service fees or rental charges may be obtained from the distributors. The Bureau of Radio and Visual Aids of the Department does not distribute these films.

1 Understanding Children's Play (10 min.)

First in a series of films planned to show how adults can understand and help children through observation of their use of good equipment and play materials. Shows four and five-year-old children in indoor kindergarten activities. Very useful guide sheet including narrative and bibliography accompanies the film.

Distributor:

a Caroline Zachry Institute of Human Development (rent)
17 East 96th street
New York 28, N. Y.

b Film Library (loan)
New York State Department of Health
18 Dove street
Albany 1, N. Y.

2 The Wilson Dam School (25 min.)

Shows how an elementary school helps children to learn to be citizens through democratic experiences.

Distributor:

Tennessee Valley Authority (loan)
Knoxville, Tenn.

3 A Child Went Forth (25 min.)

City children, 2-8 years of age, learn about the country at a summer camp in a permissive, natural atmosphere.

Distributor:

a Film Library (loan)
N. Y. State Commerce Department
40 Howard street
Albany 1, N. Y.

b Film Library (rent)
New York University
26 Washington place
New York 3, N. Y.

4 Play is Our Business (21 min.)

Children of various groups work and play together and solve many of their problems through a well organized play program of the Play Schools Association.

Distributor:

Sun Dial Films, Inc. (rent)
625 Madison avenue
New York 22, N. Y.

5 Extended School Services (25 min.)

The wide variety of activities included in the program suggests how children's needs are being met — through games, a workshop, a trip to the woods to get plants for a terrarium, a picnic, marketing at the neighborhood grocery, planning and preparing a meal at which parents are guests, and outdoor play so necessary to these fast-growing boys and girls.

Distributor:

Extended School Services (loan)
Elementary Division
U. S. Office of Education
Washington, D. C.

6 Life with Baby (20 min.)

Shows Dr Arnold Gesell's work in the study of young children. Indicates the development of walking and talking in the young child.

Distributor:

Association Films (rent)
347 Madison avenue
New York 17, N. Y.

7 A Day in the Life of a Five-Year Old (20 min.)

Children have a happy, meaningful and

satisfying day in a kindergarten. Indoor and outdoor growth stimulating activities such as block building, carpentry and music are shown. Produced by the Metropolitan School Study Council.

Distributor:

New York State Association for Childhood Education (rent)
c/o Mary Leonard
Stewart Avenue School
Garden City, N. Y.

8 Learning through Cooperative Planning (20 min.)

All the children in an elementary school (and many of the parents) practise cooperative planning with democratic guidance. The children plan and solve problems which are of concern and interest to them and the community.

Distributor:

Columbia University Educational Films (rent)
201 Alumni House
Columbia University
New York 27, N. Y.

9 Your Children and You (28 min.)

Some mental hygiene principles involved in parent-child relations (covering period from birth to school age) are explained clearly and with a humorous touch in everyday language. A British film.

Distributor:

a Association Films (rent)
347 Madison avenue
New York 17, N. Y.

b British Information Services (rent)
30 Rockefeller plaza
New York 20, N. Y.

c New York State Health Department (loan)
Film Library
18 Dove street
Albany 6, N. Y.

10 Meeting the Emotional Needs in Childhood: The Groundwork of Democracy (30 min.)

Focused on the seven to ten-year-old in school and in the family, but concerned with the kind of attitude toward people and the sense of community responsibility he is developing, the film harks back to the early experiences which have influenced him before he reaches school. Indicates children's basic needs for acceptance, security and independence and how adults may help meet them.

Distributor:

New York University (rent)
Film Library
26 Washington place
New York 3, N. Y.

11 Children Learning through Experience (45 min.)

A film about children playing and working together. It shows children learning to understand the world about them.

Distributor:

See 10 above.

12 Children Growing Up with Other People (30 min.)

A story of children in their relationships to adults and other children. Shows the child's development from early dependence to increasing self-reliance and his relationship with his peers.

Distributor:

See 10 above.

13 Your Children's Sleep (23 min.)

This film stresses the importance of sound healthy sleep and advises ways in which adults may help secure it for children. In everyday living, children have their own particular problems to overcome. To a child, they are important, even frightening and can cause sleeplessness and nightmares.

Distributor:

See *b* and *c* of 9 above.

Publication of suggested films for teaching use will be resumed in the BULLETIN TO THE SCHOOLS next fall. In the September issue the list will cover films and film strips for business and distributive education.

Vocational Education

Hints on Employment Certification

The Bureau of Guidance urges superintendents and principals to take care of employment certification by means of a planned program. Such a program, the Bureau points out, will educate all children eligible for employment in the requirements of the law and the steps to be followed in obtaining an employment certificate. It will also include arrangements for meeting the needs of all children who desire employment certificates for vacation work.

The Bureau also suggests that an efficient administrative program will hold complaints to a minimum. This can be accomplished by arranging for sufficient clerical and medical services and by deputizing certification officers so that at least one will be available throughout the remainder of the school year and the vacation period.

Reports to the Bureau indicate that many boys and girls have been illegally employed because they have not been properly certified. This is particularly true for employment on farms.

The Bureau suggests the use of assemblies, school personnel, bulletins and the local press as mediums of information to minors, parents and employers on the law covering employment certification.

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School Lunch Personnel Will Train

Training programs for school lunch cooks and cook managers will be held again this summer — two for those who have not previously attended and two for those who have successfully completed the program planned for the beginners group.

The training program for the advanced group will be held June 29th–July 6th at Syracuse University and August 15th–19th at the Long Island Agricultural and Technical Institute, Farmingdale. The programs for the beginners group will be held July 5th–8th at Cazenovia Junior College and August 15th–19th at the Long Island Agricultural and Technical Institute.

Registrations are now being accepted by the Bureau of Home Economics Education, State Education Department.

Teachers who do not plan to attend regular summer sessions will be interested in the refresher conference held at universities in the State. The following conferences are of special interest to home economics teachers:

July 5th–9th, Conference for New York State teachers, Cornell University

July 19th–20th, New York State Nutrition Institute, Cornell University

July 18th–30th, Leadership Conference Workshop, Syracuse University

July 20th–22d, Tenth Annual Education Conference, Syracuse University

Elementary Education

Continuing Groups Work on Problems

A new type of educational conference, providing for continuing study groups which report back to the next annual meeting on more than a dozen questions, met in Syracuse May 4th–6th to discuss "Meeting the Crisis in Elementary Education." This was the annual New York State Conference on Supervision, sponsored by the Division of Elementary Education of the State Education Department. These continuing study groups were started at last year's meeting of the group; other study groups received new assignments at this year's conference. According to Dr William E. Young, Director of the Division of Elementary Education and chairman of the conference, the continuing study group technic enables the conference to do more than merely discuss questions; they bring the abilities and authority of the participants into play on actual solutions to urgent problems.

Among the speakers at the Syracuse meeting were Associate Commissioner Harry V. Gilson; William Jansen, superintendent of schools, New York City; Dean Harry S. Ganders, Syracuse University School of Education; Dr Alice Miel, Teachers College, Columbia University; Dr Walter A. Anderson, New York University School of Education. Dean Robert S. Thompson and Professor Fred Ambellan, both of State Teachers College, Fredonia, acted as coordinators of study action groups.

Following this conference, the Association for Supervision and Curriculum Development held a luncheon meeting on May 6th. Dr Frederick W. Bair, Chief, Bureau of Curriculum Development (Secondary), spoke on the responsibility of the schools for "failures" among pupils in the State and proposed a state-wide program of experimentation to meet the "drop-out" problem.

Doctor Bair suggested that the association might constitute committees "whereby elementary people, wise in the possibilities and pitfalls of the 'activity' curriculum, should be joined with venturesome spirits from the junior and senior high school levels, in exploring what can be done and how with bigger, longer-range, more man-and-woman-size projects for secondary school boys and girls."

He reminded the meeting that the Regents' Inquiry into the Character and Cost of Public Education in the State of New York, organized in 1935, laid the foundation for a "prodigious advance" and he urged that the association support Associate Commissioner Harry V. Gilson in his effort to "reform" all educational processes below the college level on a state-wide scale.

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Doctor Bayne To Retire

Dr Stephen F. Bayne, deputy superintendent of schools, New York City, will retire September 1st. Doctor Bayne has been connected with the school system in that city since 1898. After several years as teacher and principal, he was elected a district superintendent in 1921 and associate superintendent in 1934. He has been deputy superintendent since 1942.

Central School Principals Meet

The officers of the Central School Principals Association, acting as an executive committee, met in Albany April 6th and 7th. Reports were received from the committees on school bus transportation and safety, state aid and cooperative educational service.

By action of the executive committee, the name of the state aid committee was changed to the fiscal policy committee. This committee has been in existence since 1945. The original purpose was for the study of the state aid and equalization program, particularly as it affected central schools. This study has been carried on in the past two years in conjunction with the Central School Boards state aid committee and the Educational Conference Board. The future program of the committee will include further study of desirable fiscal policies as they affect not only state aid but local taxation, budgeting and expenditures for a sound program.

The transportation safety committee is completing the second phase of its program and making plans for the third phase. The bulletin, School Transportation Responsibilities, published by the State Education Department, represents completion of the first work done by this committee. The recent mimeographed bulletin, School Bus Driver Training, also published by the Department, brings the second phase to completion except for revision and printing of the bulletin. The committee is now studying the general problems of pupil traffic to and from school. The study will include travel by bus, private car, bicycle and on foot.

John W. Harrold, principal of Ellenburg Central School, is president of the association.

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Report on Cooperative Services

Cooperative Educational Services, a recent report prepared by a committee of the Central School Principals Association, describes the opportunities available to districts through the boards of cooperative educational services made possible by provisions of the Intermediate District Law of 1948.

The committee consisted of William Kaskela, principal, Constableville Central School; W. A. Olmstead, principal, Harpursville Central School; George O. Story, principal, Oriskany Central School; Paul E. Vogan, principal, Mooers Central School; R. L. Williams, principal, Red Hook Central School. They were aided in the preparation by A. Winfield Trainor, district superintendent of schools, fourth supervisory district, Lewis county, and by Francis E. Griffin, Chief, Bureau of Rural Administrative Service, State Education Department.

Committee Will Study Aid to Libraries

A committee to explore the need of more state assistance to libraries was appointed by Governor Thomas E. Dewey on May 3d. The committee will study the relation of state assistance to libraries to present state aid programs and the best manner of distribution of such assistance.

Thomas H. McKaig, Hamburg, is chairman of the committee. Mr McKaig is also president and chairman of the Library Trustees Foundation of New York State, recently chartered by the Board of Regents.

The Board of Regents at its April 22d meeting pledged support to this study of public library finance, and voted that all the facilities of the Education Department be placed at the service of the Governor's committee. The committee includes:

Anthony Cerrato, Yonkers, counsel for the Library Trustees Foundation of New York State and a trustee of Yonkers Public Library

Henry Paynter, Peekskill, executive secretary, Library Trustees Foundation of New York State

Dr A. A. Berg, New York City, a trustee of the Library Trustees Foundation of New York State and a trustee of the New York Public Library

Mrs Frank Moore, Kenmore, a trustee of the Library Trustees Foundation of New York State and a trustee of the Kenmore Public Library

Ralph Beals, New York City, director, New York Public Library

Mrs Thelma King, Elmira, director of Steele Memorial Library, Elmira

Harold Hacker, Buffalo, deputy director of Erie County Public Library

Harold Baily, Brooklyn, a trustee of the Brooklyn Public Library

Neil C. Van Deusen, Albany, former president, New York Library Association and Acting Director of Library Extension, State Education Department

Other state officials appointed to the committee are: Lawrence E. Walsh, Assistant Counsel to the Governor; James E. Allen jr, Executive Assistant to the State Education Commissioner; Arthur W. Schmidt, Assistant Commissioner of Education for Finance; William Embler, Department of Audit and Control; Edgar W. Martin, Division of the Budget.

The committee will make a report to the Governor before the next session of the Legislature.

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Conference at Chicago

The 1949 Library Conference of the Graduate Library School of the University of Chicago to be held August 8th–13th will deal with the reports of the Public Library Inquiry.

The Library Conference of the University of Chicago will provide the first opportunity for public librarians to discuss the findings and results of the inquiry. Each of the major reports of the inquiry will be discussed by a panel of three members: a librarian expert in the field, a social scientist and the staff member of the inquiry responsible for the report.

Review Progress of Regional Library

Results of Experimental Program in Watertown Area Are Being Evaluated

What has been done thus far in setting up the regional library service in the Watertown area and what is being done to evaluate this experimental program were reviewed at a meeting of the consultants with the Division of Research and the New York State Library staff held in Albany on April 8th.

Consultants present were: Dr Bernard Berelson, dean, Graduate Library School, University of Chicago; Dr Lowell Martin, associate dean, Library School, Columbia University; and Dr Herman C. Beyle, Syracuse University. Representing the research staff were: Dr J. Cayce Morrison, Assistant Commissioner for Research; Dr Warren W. Coxe, Director of Research; and Charles M. Armstrong, research associate assigned to the evaluation study. From the State Library staff Dr Charles F. Gosnell, State Librarian, and Dr Neil C. Van Deusen, Director of Library Extension, were present, and from the staff of the Regional Library Service Center, Ray Williams, Director, and Julia Armstrong, senior librarian.

Already more than 4500 books have been purchased by the Regional Library Service Center and distributed to local libraries in the three countries served. Books are being purchased and processed at a rapid rate, and book deliveries are made weekly to the local libraries served by the regional center.

The fundamental principle that underlies the proposed regional library organization is that responsibility for adequate library service be divided between the State and the locality — the State furnishing certain services, books and other materials needed, and the locality furnishing housing, personal service to care for distribution and such additional books and services as the locality desires.

In each region the proposal would set up three integrated units of organization: (1) a regional library service center to serve libraries through the purchase and loan of books and other materials, (2) a county board for library development to survey the library needs of the county and develop a plan for library services, and (3) a regional library development board to survey the library needs of a region, to provide for the cooperation of counties in providing such services and to provide liaison with the service center. The first of these agencies would be financed by the State, the latter two by the localities.

Extensive plans are being made to evaluate the results of the tricounty experimental library service center.

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New Central District

The Ontario-Walworth central school district was voted April 29th. The vote was 816 yes, 809 no and 2 blank.

The new district includes two high schools — Union Free District No. 6 at Ontario and Union Free District No. 1 at Walworth — and 20 common school districts in the towns of Ontario, Walworth, Macedon, Marion and Williamson in Wayne county and in the towns of Webster and Penfield in Monroe county.

Regents Emphasize American History

Increased emphasis on the teaching of American history in the schools of the State is the purpose of two actions taken by the Board of Regents at its meeting on April 22d. The Regents approved the recommendation of the committees on higher, professional and adult education and on elementary and secondary education for a separate examination in American history and the later discontinuance of the examination in American history and world backgrounds. The Regents also approved the recommendation for the appointment of two groups of specialists to assist the State Education Department in further improvement of the teaching of American history.

The actions taken by the Board of Regents follow:

Voted, That beginning in January 1950 a separate examination in American history and a separate examination in world backgrounds of American history be held for the senior high school years and that the composite examination in American history and world backgrounds be discontinued at a date later to be determined.

Voted, That two groups of specialists be appointed to assist the Department in the further improvement of the teaching of American history, one of these groups to be selected from the best qualified college professors and other authorities in the field of American history and the other group to be selected from the outstanding classroom history teachers.

Commenting on these actions, Regent Welles V. Moot, chairman of the committee on higher, professional and adult education, said:

This increase in emphasis on the teaching of American history is in accord with the intent and desires of the Legislature and the people of this State as repeatedly expressed in legislation and otherwise.

To keep us strong in the "cold war" of today, our children need the best possible understanding of our history, our struggle for liberty and our ideals and duties as a sovereign and therefore a free people. With this revision of the program for American history we must endeavor to do an even more effective job in this field than has been done in the past.

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Special Committee

Chancellor William J. Wallin has appointed a special committee of four Regents to report on procedures in carrying out the responsibilities of the Regents under the new legislation relating to the elimination from the public schools of those who are members of subversive organizations. Authorization for the appointment of the committee was given by the Board of Regents at its meeting on April 22d. The four members of the committee are Regents Welles V. Moot of Buffalo, George L. Hinman of Binghamton, John F. Brosnan of New York and Jacob L. Holtzmann of New York.

Announcing the appointment of the committee, Chancellor Wallin said: "The Board of Regents is fully alive to its responsibilities under the Feinberg Act dealing with subversive activities of those in the public school system and is determined in carrying out the law not to tolerate any so-called 'witch-hunt'."

Regents Grant Charters to Institutions

The Board of Regents, meeting in Albany on April 22d, granted charters to several institutions and amended three charters.

Hyde Park Historical Association of Hyde Park, Dutchess county, received a provisional charter to run for five years. The association is educational and nonprofit.

A provisional charter was granted to Thornton-Donovan School, New Rochelle. This is a nonprofit day school providing elementary and secondary education for boys and girls.

The Mohawk-Caughnawaga Museum at Takawitha Friary, near Fonda in Montgomery county, was granted a provisional charter to run for five years. The museum will be located in St Peter's Chapel, restored by the Franciscan Fathers (Order of Friars of Minor Conventual). It has been developed for the purpose of conserving the archeological evidences of Indian culture, for the promotion of interest in and the recording of the history of the Mohawk Indians and their neighbors and of other people who have occupied the Mohawk Valley lands.

The Village Library of Cooperstown was granted a provisional charter as a free public library. This library grew out of a Y. M. C. A. library and museum established in Cooperstown 50 years ago.

Two libraries — Brentwood Public Library at Brentwood, Suffolk county, and Central Square Library at Central Square, Oswego county — were given absolute charters.

Extension of provisional charters was granted Cicero Free Library, at Cicero, Onondaga county; Ripley Free Library at Ripley, Chautauqua county; and Russell Public Library, at Russell, St Lawrence county.

The charter of Wagner Memorial Lutheran College, at Richmond, Staten Island, was amended to permit the college to confer the degree of bachelor of religious education for completion of a course of training for lay church workers. Further amendment authorizes the conferring of the honorary degree of doctor of humane letters.

The charter of St Lawrence University of Canton was amended in respect to the number and manner of election of its trustees.

Roberts Junior College, North Chili, Monroe county, was granted amendment to its charter for a change of name to Roberts Wesleyan College. Further amendment authorizes extension of courses from a junior college to a four-year college program with permission to confer the degrees of bachelor of arts and bachelor of science and the honorary degrees of doctor of laws and doctor of divinity. Chartered as Chili Seminary in 1869, the institution has been known as Roberts Junior College since 1945. The college has the support of the Free Methodist Church.

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James R. Angell Dies

Dr James Rowland Angell, internationally known educator, former president of Yale University and director of the Hall of Fame for Great Americans, died at 79 in New Haven on March 4th.

Doctor Angell addressed the Convocation of The University of the State of New York in 1938 and was awarded the honorary degree of LL.D. by the University at that meeting.

Regents Name State Board Members

The Regents made the following appointments at their meeting in Albany on April 22d:

Winfield McKeon, New York City, was reappointed to the State Board of Certified Public Accountant Examiners for a term of five years beginning April 18, 1949.

Frederick H. Hurdman of New York City and James L. Strong of Buffalo were reappointed to the Certified Public Accountant Committee on Grievances, each for a term of five years beginning May 1, 1949.

George Van Deusen Hutton of Kingston was appointed to the board of visitors of State Teachers College, New Paltz, for a term of seven years beginning April 22, 1949. Mr Hutton fills the vacancy caused by the death of Edward Coykendall of Kingston.

The Regents appointed Wallace P. Beardsley of Auburn to the State Board of Examiners of Architects for a term of three years from May 1, 1949.

Dr Frank E. Mallon, New York City, was appointed to the Medical Committee on Grievances for a term of five years from January 1, 1949.

The Regents appointed the following committee to cooperate with the State Education Department in the development and administration of its program of child accounting, attendance and guidance: John F. Byrnes, district superintendent of schools, Brushton; John W. Dodd, superintendent of schools, Freeport; Morris Krugman, assistant superintendent of schools, New York; Arthur A. Radley, district superintendent of schools, Waterville; Carlyle C. Ring, superintendent of schools, Jamestown; H. C. Seymour, director of pupil adjustment services, Rochester; Elton F. S. Shaver, principal, Central Rural School, Margaretville.

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Names of Schools Are Changed

The Regents authorized the following changes of names of schools at their meeting on April 22d:

Germantown High School, Germantown, to Germantown Central School

Guilford Union School, Guilford, to Guilford Central School

Little Valley High School, Little Valley, to Little Valley Central School

Lyons High School, Lyons, to Lyons Central School

Mayville High School, Mayville, to Mayville Central School

Ovid High School, Ovid, to Ovid Central School

Sherburne High School, Sherburne, to Sherburne Central School

Trumansburg High School, Trumansburg, to Trumansburg Central School

Two Buffalo schools were admitted to The University of the State of New York: Bishop Colton High School and Bishop Ryan High School, both schools as of high school grade.

The Regents reregistered the following business schools: Berkeley School, New York; Berkeley School, White Plains; Delehanty Business School, New York; Riverside Business and Secretarial School, New York.

Flick Heads Motion Picture Division

Dr Hugh M. Flick of Albany was appointed by the Board of Regents, on April 22d as Director of the Division of Motion Pictures of the State Education Department. The appointment was effective May 16th. Doctor Flick held first place on a Civil Service list after competitive examination for the position. He succeeds Dr Ward C. Bowen, who has been Acting Director for the past three years. Doctor Bowen is Chief of the Bureau of Radio and Visual Aids in the State Education Department.

"Doctor Flick has in a large degree the qualities of fairness, firmness and good judgment which are so necessary in this position," said Commissioner Spaulding in announcing the appointment. The Division of Motion Pictures is charged with the duty of reviewing and licensing motion pictures, except news reels, previous to exhibition in New York State.

Doctor Flick was appointed to the public records staff in the State Historian's Office in 1928 and has been with the State Education Department since that time with the exception of three years spent with the New York Historical Society and almost six years in war service. In 1939 and 1940 he served as Acting State Historian and as Director of the Division of Archives and History.

Doctor Flick enlisted in the National Guard in January 1941 and was inducted into federal service that same month. During his military career, he was promoted in successive steps from private to lieutenant colonel and was assigned at various times to the Medical Corps, the Infantry, the Coast Artillery and the Corps of Engineers. After graduation from Officer Candidate School, he was commissioned in the Adjutant General's Department and was assigned to the Records Division in Washington, D. C., as chief of the War Department Records Branch. There he was instrumental in the organization and establishment of the Army's Records Program, being ultimately awarded the Legion of Merit for his contribution.

A native of Syracuse, Doctor Flick was graduated from Wesleyan University and received the degree of doctor of philosophy from Columbia University. He traveled extensively in Europe as vice president and business manager of the University Travel Study Club.

Doctor Flick is the son of the late Dr Alexander C. Flick, who was State Historian and Director of the Division of Archives and History from 1923 to 1939.

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Ex-superintendent Dies

Robert M. MacNaught, Windham, district superintendent in Greene county from January 1912 until his retirement on January 1, 1949, died March 23d. Mr MacNaught was formerly principal of high schools at Jefferson and Windham.

He was formerly president of the eastern zone of the New York State Teachers Association, of the New York State Association of District Superintendents of Schools and of the Greene County Teachers Association.

Delos S. Otis Appointed

Dr Delos S. Otis, recently dean of instruction in business administration at Sampson and Mohawk colleges, was appointed on April 8th as executive assistant in the Division of Higher Education. The appointment is provisional.

Doctor Otis served on the faculty of the Experimental College, University of Wisconsin, for four years, and later was administrative assistant in the Division of General Education at New York University from 1936 to 1942. More recently he was connected with the National War Labor Board and its successor, the National Wage Stabilization Board, in New York City for four years. He taught at East High School, Rochester, from 1921 to 1925.

Doctor Otis attended school in Watertown and was graduated from Amherst College. He holds a doctor of philosophy degree from the University of Wisconsin.

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Arthur L. Mann Retires

Arthur L. Mann, who has served as Chief of the Bureau of Industrial Service of the Education Department since April 1930, retired on January 1st. Mr Mann came to the Department as a supervisor 24 years ago from the Eastman Kodak Company, where he had supervised the improvement of methods and the developments of testing and training programs. When the Industrial Service Bureau was organized in 1930 by resolution of the Board of Regents, Mr Mann became its first Chief. Through the years under Mr Mann's direction, the Bureau has helped the industries of New York State develop a variety of training programs.

Mr Mann received his education at the Mansfield (Pa.) Normal School and Syracuse University.

Superintendent Retires

Mrs Maud Smith Rundall of Amenia, district superintendent of schools of the third supervisory district of Dutchess county for 28 years, retired April 30th.

During her years as a superintendent, Mrs Rundall was active in the program of consolidation of schools. New union free school buildings were built at Amenia and at Stanfordville, and she helped plan and form the Hyde Park Central School District. Prior to her appointment as district superintendent, Mrs Rundall taught at Niagara Falls and Amenia.

Following Mrs Rundall's retirement, Dutchess county was redistricted by order of the Commissioner of Education and the number of supervisory districts was reduced from four to three. The first district, with Hugh N. Garwood, Fishkill, as superintendent, comprises the towns of Beekman, East Fishkill, Fishkill, Pawling, Union Vale and Wappinger. The second district, with W. Gaylord Hakes, Poughkeepsie, as superintendent, comprises the towns of Clinton, Dover, Hyde Park, LaGrange, Pleasant Valley, Poughkeepsie and Washington. The third district, with Milo F. Winchester, Millerton, as superintendent, comprises the towns of Amenia, Milan, Northeast, Pine Plains, Red Hook, Rhinebeck and Stanford.

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Simmons Appointed

E. G. Simmons, formerly associate education supervisor of private trade schools, was recently appointed industrial and technical education consultant in the Bureau of Industrial and Technical Education. He has been assigned to general supervision of private trade schools and correspondence schools.

Recommended New Books

SUGGESTED FOR ADULTS AND YOUNG PEOPLE BY THE BOOK INFORMATION SECTION, DIVISION OF LIBRARY EXTENSION, NEW YORK STATE LIBRARY

Fiction

Hawkins, Anne. To the swift. Harper. $2.75

A thrilling, important chapter of history is recreated in this dramatic story of the Pony Express and the courageous riders who, in spite of feuds, politics and the many dangers of the trail, got the mail through.

Moore, Ruth. The fire balloon. Morrow. $3

On a bare Maine hillside by the sea dwell granite-like old Gram Sarah, her fishermen sons, her grandchildren and her friends and enemies. A deft description of the way of life and problems of some highly individual people.

Muntz, Hope. The golden warrior: the story of Harold and William. Scribner. $3

Based on contemporary sources, this is a brilliant, dramatic evocation of the events that led to the Norman Conquest, the epic story centering in two heroic figures.

Rooney, Philip. The golden coast. Duell. $2.50

Victim of a press gang, a young shipbuilder is forced to sail away from Dublin and the girl he loves. What happens to him and his mates at the hands of Barbary pirates makes an exciting yarn of the sea.

Nonfiction

Bradley, D. J. No place to hide. (Atlantic Monthly Press bk) Little. $2

That men may better "understand and deal with the menacing aspects of atomic energy," a "radiological monitor," connected with the Bikini bomb tests, presents an illuminating record of that vast experiment.

Gilbreth, F. B. & Carey, E. M. G. Cheaper by the dozen. Crowell. $3

Breezily humorous chronicle revealing what it meant, by way of training, fun and sudden surprises, to the 12 Gilbreth children to have as father a dynamic efficiency expert. Animated drawings by Donald McKay.

Thane, Edith. Marionettes are people. Duell. $2.50

The pleasure to be derived from making cloth marionettes is emphasized in this attractive, simple step-by-step guide. Patterns, charts and directions.

Wecter, Dixon. The age of the great depression, 1929–1941. Macmillan. $5

Scholarly, crisply written, perspicacious survey of the economic, political and social scene before America's entrance into the second World War. Photographs. Critical essay on authorities, index.

Wright, Helen. Sweeper in the sky; the life of Maria Mitchell, first woman astronomer in America. Macmillan. $4

Independent young Maria helped her father with his astronomical observations on the island of Nantucket, discovered a comet and, her fame spreading, became one of the first teachers at Vassar College. An inspiriting biography.

Children's Books

Godden, Rumer. The dolls' house; illus. by Dana Saintsbury. Viking. $2.50

Fascinatingly credible story of a family of dolls, living uncomfortably in shoe-boxes until the two little English girls to whom they belong fall heir to an ancient dolls' house. Four delicately colored pictures. (Children under 9)

Henry, *Mrs* **Marguerite.** King of the wind; illus. by Wesley Dennis. Rand McNally. $2.75

Through treachery, six fleet Arabian horses sent as gifts to Louis XV, arrive mere bags of bones. The thrilling story follows one of the scorned stallions and his devoted groom through their misadventures to final triumph. Lively drawings. (Children 9–12)

Rankin, *Mrs* **Louise.** Daughter of the mountains; illus. by Kurt Wiese. Viking. $2.50

Excellent in scene and characterization and profusely illustrated by spirited drawings, this is the story of a brave little Tibetan girl's journey in search of her stolen Lhasa terrier. (Children 9–12)

Tresselt, A. R. Johnny Maple-Leaf; illus. by Roger Duvoisin. Lothrop. $2

From the spring day he pops out of his tight brown bud until he sails down to earth, Johnny Maple-Leaf is happy and interested in the life of the forest. Delightful full-page colored pictures. (Children under 9)

Williams, Beryl. Lillian Wald: angel of Henry street; illus. by Edd Ashe. Messner. $2.75

A combination of fire and energy, a young graduate nurse set out in the 1890's to alleviate the misery of New York's lower East Side. How her simple program grew is related with verve and distinction. (Older boys and girls)

Design for Reading

Recent Books for Boys and Girls

A LIST OF TITLES RECOMMENDED TO ELEMENTARY SCHOOLS BY RUTH EVANS BABCOCK, SUPERVISOR OF SCHOOL LIBRARIES, DIVISION OF ELEMENTARY EDUCATION

Stories for Young Children

Aulaire, I. M. d'. & Aulaire, E. P. d'. Nils. Doubleday. 1948. $2.50 (ages 6–8)

Beatty, H. B. Little wild horse. Houghton. 1948. $2 (ages 4–7)

Becker, Charlotte. Dickie Boy and the three little Steps. Scribner. 1949. $1 (ages 3–6)

Beim, Jerrold. Country fireman. Morrow. 1948. $2 (ages 4–8)

Bianco, Pamela. Playtime in Cherry Street. Oxford Univ. Press. 1948. $2 (ages 5–6)

Black, I. S. Toby, a curious cat. Holiday House. 1948. $1.50 (ages 6–8)

Brann, Esther. Five puppies for sale. Macmillan. 1948. $1.50 (ages 6–8)

Bromhall, Winifred. Mary Ann's first picture. Knopf. 1948. $1.50 (ages 5–7)
Mary Ann receives a box of paints for her birthday and paints her first picture.

Denison, Carol. What every young rabbit should know. Dodd. 1948. $2.25 (ages 5–8)

Ehrlich, Bettina. Cocolo. Harper. 1948. $2.50 (ages 5–8)

Ets, M. H. Little old automobile. Viking. 1948. $1.50 (ages 5–7)

Garrett, Helen. Mr. Flip Flop. Viking. 1948. $2 (ages 6–8)
Bears, children and a retired circus clown all have a part in jolly story.

Gay, Romney. Romney Gay's big picture book. Grosset. 1947. $1 (ages 3–5)

Green, M. M. Is it hard? Is it easy? William R. Scott. 1948. $1 (ages 3–5)

Hader, Berta, & Hader, Elmer. The big snow. Macmillan. 1948. $2.50 (ages 5–8)

Haywood, Carolyn. Penny goes to camp. Morrow. 1948. $2 (ages 7–9)

Hurd, E. T. Toughy and his trailer truck. Lothrop. 1948. $1.25 (ages 5–8)

Kinert, Reed. Little helicopter. Macmillan. 1947. $1 (ages 4–8)

Leaf, Munro. Boo, who used to be scared of the dark. Random House. 1948. $1.50 (ages 4–7)

Lenski, Lois. Now it's fall. Oxford. 1948. $1 (ages 5–6)

Linwood, J. Peg-a-Leg, the cobbler of Dunsoon; by Lin Cutler, *pseud.* Knopf. 1948. bds $1.75 (ages 6–9)

McCloskey, Robert. Blueberries for Sal. Viking. 1948. $2 (ages 5–6)

McGinley, Phyllis. All around the town. Lippincott. 1948. $2 (ages 5–8)

Parkin, Rex. The red carpet. Macmillan. 1948. $2 (ages 5–8)
The runaway carpet made the Hotel Bellevue famous.

Patton, Lucia. The little house on stilts. A. Whitman. 1948. $1.50 (ages 4–6)

Politi, Leo. Juanita. Scribner. 1948. $2 (ages 4–6)
Olvera street in Los Angeles at Easter.

——— Song of the swallows. Scribner. 1949. $2 (ages 5–8)
Mission of San Juan Capistrano in California.

Potter, Russell. Little red ferry boat. Holt. 1947. $2 (ages 6–8)

Rey, M. E. W. & Rey, H. A. Billy's picture. Harper. 1948. $1 (ages 4–7)
Good fun.

Schneider, Nina. While Susie sleeps. William R. Scott. 1948. $1.50 (ages 6–8)

Scott, Sally. Sue Ann's busy day. Harcourt. 1948. $1.75 (ages 6–9)

Steiner, Charlotte. Lulu's play school. Doubleday. 1948. $1.25 (ages 2–5)

Tresselt, A. R. Johnny Maple-Leaf. Lothrop. 1948. $2 (ages 3–7)

——— White snow, bright snow. Lothrop. 1947. $2 (ages 6–9)
Received the Caldecott award as the most distinguished picture book of 1947.

Walters, George. The steam shovel that wouldn't eat dirt. Aladdin. 1948. $1.50 (ages 4–6)

Weisgard, Leonard. Pelican here, pelican there. Scribner. 1948. $2 (ages 5–7)

Wiese, Kurt. Fish in the air. Viking. 1948. $2 (ages 6–8)
Chinese boy's experience with his huge fish-shaped kite.

Animal Stories[1]

Bialk, Elisa. The horse called Pete. Houghton. 1948. $2 (3–5)
Will be useful for slow readers.

——— Taffy's foal. Houghton. 1949. $2.25 (3–5)

Brown, Paul. Pony Farm. Scribner. 1948. $2 (1–4)

Elting, Mary, & Gossett, Margaret. Patch. Doubleday. 1948. $2 (2–4)
Dogs.

Fenner, P. R., *ed.* Horses, horses, horses: palominos and pintos, polo ponies and plow horses, Morgans and mustangs. Franklin Watts. 1949. $2.50 (3–7)

Franklin, G. C. Tricky, the adventures of a red fox. Houghton. 1949. $2.25 (4–7)

Glick, Carl. Mickey wins his feathers. McGraw-Hill. 1948. $2 (4–6)
Horse.

Henry, Marguerite. King of the wind. Rand McNally. 1948. $2.75 (5–8)
Horse.

——— Misty of Chincoteague. Rand McNally. 1947. $2.50 (5–7)
Horse.

Hogner, D. C. Barnyard family. Oxford. 1948. $2.75 (4–6)

Lawson, Robert. Robbut, a tale of tails. Viking. 1948. $2.50 (ages 7–10)
Rabbit.

[1] Numbers in parentheses on this and the following sections indicate the grades where the title will be most useful.

L'Hommedieu, D. K. Leo, the little St. Bernard. Lippincott. 1948. $2 (2–4)

McCabe, Lee, & Fagan, Norbert. I'll take Cappy. Whittlesey. 1948. $2 (5–8)
Horse.

Mason, M. E. A pony called Lightning. Macmillan. 1948. $1.75 (3–5)

Meek, S. S. P. Boots, the story of a working sheep dog. Knopf. 1948. $2.50 (6–9)

Newberry, C. T. Smudge. Harper. 1948. $1.75 (K–3)
Cat.

Oliver, M. M. Riding days. Westminster. 1948. $2.50 (4–7)

Pickard, Vera. Mr. Hobbs can fix it. Abingdon-Cokesbury. 1948. $1.50 (1–3)
Dog.

Rechnitzer, F. E. Raff, the story of an English setter. Winston. 1948. $2.50 (5–8)

Robertson, Keith. Ticktock and Jim. Winston. 1948. $2 (5–8)
Horse.

Rounds, Glen. Stolen pony. Holiday House. 1948. $2 (5–8)
A sequel to *The Blind Colt.*

Stories of American Life

Bailey, F. L. Summer at Yellow Singer's. Macmillan. 1948. $2.50 (5–7)
The Navajos.

Bennett, Richard. Mick and Mack and Mary Jane. Doubleday. 1948. $1.75 (3–4)
Two lumbermen and a mouse. Good fun.

Bishop, C. H. Blue Spring Farm. Viking. 1948. $2 (5–7)

Bronson, W. S. Pinto's journey. Messner. 1948. $2.50 (3–5)
Nine-year-old Pinto makes a secret and dangerous journey into the mountains to find the turquoise his grandfather needs.

Bulla, C. R. Riding the Pony Express. Crowell. 1948. $2.25 (4–6)
Good for use with slow readers in grades 7 and 8.

Christ, K. D. Willow Brook Farm. Heath. 1948. $1.80 (4–8)
A Pennsylvania German family 70 years ago.

Dalgliesh, Alice. The Davenports are at dinner. Scribner. 1948. $2.50 (4–6)
Modern family story.

De Angeli, M. L. Jared's island. Doubleday. 1947. $2.50 (3–5)
A ten-year-old boy in 1760.

Douglas, E. T. Appleseed Farm. Abingdon-Cokesbury Press. 1948. $1.50 (3–6)

Eberle, Irmengarde. The steam shovel family. McKay. 1948. $2 (4–6)
A modern trip with many adventures from New York to California.

Emblen, D. L. & Emblen, Betty. Palomino boy. Viking. 1949. $2 (5–7)
A ten-year-old orphan boy grows up in a Southern California town where he is the only Mexican in school.

Fuller, A. C. Gold for the Grahams. Messner. 1948. $2.50 (5–8)
Adventures in the Dakotas in 1878.

Fuller, H. K. Manuel goes to sea. McGraw-Hill. 1948. $2 (4–6)
Life on a fishing boat off the Grand Banks.

Garst, D. S. Wish on an apple. Abingdon-Cokesbury. 1948. $2 (4–7)
Oregon.

Gates, Doris. My brother Mike. Viking. 1948. $2.50 (4–7)

Henderson, Le Grand. Augustus and the desert, by Le Grand, *pscud.* Bobbs-Merrill. 1948. $2 (5–6)
Adventures in the Arizona desert.

Holling, H. C. Seabird. Houghton. 1948. $3 (4–7)
A sea story.

Hubbard, M. A. Pennyweather luck. Macmillan. 1948. $2.50 (5–8)
The Mississippi levee region.

Hunt, M. L. Matilda's buttons. Lippincott. 1948. $1.75 (4–6)
Life in Indianapolis over 50 years ago.

Johnson, S. J. Susan's year. Longmans. 1948. $2.25 (5–7)

Johnston, E. F. Strange visitor. Macmillan. 1947. $2.50 (1–5)
Fascinating information about the praying mantis.

Jones, E. O. Big Susan. Macmillan. 1947. $2 (2–5)
A doll family.

Keeler, K. S. Autumn comes to Meadowbrook Farm. Nelson. 1948. $2 (3–5)

Kiser, M. G. Rainbow for me. Random House. 1948. $2 (3–4)

Lawrence, Mildred. Peachtree Island. Harcourt. 1948. $2.25 (3–5)

Lenski, Lois. Boom town boy. Lippincott. 1948. $2.50 (5–8)
Oklahoma.

McLelland, I. C. Ten Beaver road. Holt. 1948. $2.50 (4–6)
Happy days in Oregon in the early 1900's.

Marshall, Dean. The invisible island. Dutton: 1948. $2.50 (4–6)
Family story.

Meadowcroft, E. L. M. By secret railway. Crowell. 1948. $3 (5–8)
Underground railroad.

Meigs, E. B. The white winter; a story of Scarlet Hill. Bobbs-Merrill. 1948. $2.50 (5–6)

Palmer, Robin. The Barkingtons. Harper. 1948. $2 (3–5)
Family story.

Ware, Leon. Shifting winds. McGraw-Hill. 1948. $2 (5–7)
While learning to sail off the California coast, Johnny learns to know his father and overcomes his fear of his father's remarriage.

Wyatt, G. T. Buffalo gold. Longmans. 1948. $2.25 (6–8)

Stories of Children in Other Lands

Bannon, Laura. Watchdog. A. Whitman. 1948. $2.50 (2–4)
Mexico.

Blanton, Catherine. Pedro's choice. Whittlesey. 1948. $2 (4–7)
Mexico.

Boden, Hilda. Pony trek. Macmillan. 1948. $2 (5–8)
Wales.

Bothwell, Jean. The empty tower. Morrow. 1948. $2 (3–5)
India.

Credle, Ellis. My pet Peepelo. Oxford. 1948. $2 (2–4)
Mexico.

Creekmore, Raymond. Little Fu. Macmillan. 1947. $2 (1–3)
China.

Lattimore, E. F. Three little Chinese girls. Morrow. 1948. $2 (2–4)
China.

Rankin, Louise. Daughter of the mountain. Viking. 1948. $2.50 (4–7)
Tibet.

Seredy, Kate. The Chestry oak. Viking. 1948. $2.50 (5–7)
Hungary.

Stilwell, Alison. Chin Ling; the Chinese cricket. Macmillan. 1947. $2.25 (2–4)

Van Stockum, Hilda. Canadian summer. Viking. 1948. $2.50 (4–7)

Collections of Stories

Child Study Association of America. Read-to-me story book. Crowell. 1947. $2 (ages 2–6)

Gruenberg, S. M., *ed.* More favorite stories old and new for boys and girls. Doubleday. 1948. $3.75 (4–7)

Hazeltine, A. I., *comp.* Children's stories to read or tell. Abingdon-Cokesbury. 1949. $2.50

McFarland, W. K. The *Child Life* book of adventure. Nelson. 1948. $2 (4–6)

Rose, A. C. Jack and Jill story book. Winston. 1948. $2.50 (3–6)
Stories and poems from Jack and Jill.

Smith, E. S. & Hazeltine, A. I., *comps.* Just for fun. Lothrop. 1948. $2.75

The Weekly Reader Parade. Merrill. 1947. $1.50 (Big Golden Book Special)
New stories grouped under such subjects as flying, modern miracles, travel, nature and holidays.

Music, Poetry, Art

Adshead, G. L. & Duff, Annis, *comps.* An inheritance of poetry. Houghton. 1948. $4 (5–12)

Bertail, Inez, *ed.* Complete nursery song book. Lothrop. 1947. $3 (K–3) (ages 5–6)
More than 150 nursery songs — versions most popular among American children used.

Brewton, Sara, & Brewton, J. E. Bridled with rainbows. Macmillan. 1949. $2.75 (3–8)

Clark, T. C. & Clark, R. E., *comps.* Poems for the great days. Abingdon-Cokesbury. 1948. $2.50
Useful program material for the holidays. Poems grouped by days, with separate author, title and first line indexes.

Coatsworth, E. J. Summer green. Macmillan. 1948. $2 (5–8)

Coit, L. E. & Bampton, Ruth. Follow the music. C. C. Birchard, 221 Columbus av., Boston 16, Mass. 1948. $2 (K–4)
"A collection of easy musical games . . . and rhythmic activities for home and school." *Subtitle.*

Doane, Pelagie, *comp.* A small child's book of verse. Oxford Univ. Press. 1948. $3 (K–4)

Seeger, R. C. American folk songs for children in home school and nursery school. Doubleday. 1948. $4 (ages 2–10)

Werner, Jane, *ed.* The Golden book of poetry. Simon & Schuster. 1947. $1.50 (K–4)

Folk Tales, Fairy Tales and Fancy

Blanck, J. N. Jonathan and the rainbow. Houghton. 1948. $2 (4–8)

Carpenter, Frances. Tales of a Korean grandmother. Doubleday. 1947. $3 (4–6)

Chase, Richard, *ed.* Grandfather tales. Houghton. 1948. $2.75 (5–8)

Dalgliesh, Alice, *comp.* The enchanted book. Scribner. 1947. $3 (3–5)
Collection of 21 fairy tales.

Dolbier, Maurice. The half-pint jinni and other stories. Random House. 1948. $2.50 (5–7)

Emrich, M. V. & Korson, George, *eds.* The child's book of folklore. Dial. 1947. $2.75 (4–8)
American folklore.

Estes, Eleanor. The sleeping giant and other stories. Harcourt. 1948. $3 (2–5)

Fenner, P. R., *ed.* With might and main. Knopf. 1948. $2.50 (5–7)

Gannett, R. S. My father's dragon. Random House. 1948. $2 (2–4)

Gordon, Patricia. The witch of Scrapfaggot green. Viking. 1948. $2.50 (5–7)

Hamilton, Elizabeth. Go West, young bear. Coward-McCann. 1948. $2.50 (4–7)

Jagendorf, M. A. New England bean-pot. Vanguard. 1948. $2.50 (5–8)
Teachers will enjoy using these folk tales with children in the upper grades.

Lofting, Hugh. Doctor Dolittle and the secret lake. Lippincott. 1948. $3 (4–6)

Webb, W. P. Uncle Swithen's inventions. Holiday House. 1947. $2 (4–7)

Withers, Carl, *comp.* A rocket in my pocket; the rhymes and chants of young Americans. Holt. 1948. $3.50 (4–8)

Religion

Bannister, Constance. A child's grace; new American ed. Dutton. 1948. $2 (ages 3–6)

A child's book of prayers. Illustrated with photographs of experiences familiar to a child.

De Jong, Meindert. Bible days. Fideler. 1948. $2.95 (4–7)

Manner of life in Palestine during the time of Jesus of Nazareth.

Hartman, Gertrude. In Bible days. Macmillan. 1948. $2.50 (5–9)

Stories from the Old and New Testaments set in historical sequence to give a picture of the life and customs of Biblical days.

Holidays

Association for Childhood Education. Literature committee. Told under the Christmas tree, an umbrella book. Macmillan. 1948. $3 (4–7)

Frost, F. M. Sleigh bells for Windy Foot. McGraw-Hill. 1948. $2 (4–7)

A Christmas story.

Hark, Mildred, & McQueen, Noel. Special plays for special days. Plays, Inc., 8 Arlington st., Boston 16, Mass. 1947. $3 (4–8)

Twenty-four nonroyalty plays. Previously published in *Plays.*

Sechrist, E. H., *comp.* Heigh-ho for Halloween! Macrae Smith. 1948. $2.50 (4–8)

Smith, Irene. The Santa Claus book. Watts. 1948. $2.50 (K–5)

Welch, J. L. The animals came first. Oxford Univ. Press. 1948. $1.50 (K–3)

A simple tale of the first Christmas with effective illustrations.

Social Scene

Bechdolt, J. E. Going up. Abingdon-Cokesbury. 1948. $2 (4–8)

Elevators.

Bethers, Ray. The magic of oil. Aladdin. 1949. $2 (4–6)

Brindze, Ruth. Our calendar. Vanguard. 1949. $2.50

The history of the calendar. Has many science values.

Cridland, Margery. The baker. McKay. 1947. 75c (1–3)

Elting, Mary. Trains at work. Garden City Pub. Co. 1947. $1 (3–5)

Evans, E. B. Scandinavia. Holiday. 1948. $1.75; bds. $1.25 (6–8)

Goetz, Delia. Other young Americans. Morrow. 1948. $3.50 (5–7)

Americans to the South.

Graham, E. H. & Van Dersal, W. R. Wildlife for America; the story of wild life conservation. Oxford. 1949. $2.50 (5–8)

Hollos, Clara. The story of your bread. International Publishers. 1948. $1.50 (4–6)

Bread making from the Stone Age to the present.

Lent, H. B. "I work on a newspaper." Macmillan. 1948. $2.50 (5–9)

McNeer, M. Y. The story of the Southwest. Harper. 1948. $1.75 (4–7)

Marriott, A. L. Indians on horseback. Crowell. 1948. $2.50 (4–8)

The Plains Indians, their history and their way of life.

Marshak, Samuel. The postman. Shady Hill Press. 1948. $1.25 (K–2)

May, S. B. Let's read about Brazil. Fideler. 1948. $2.95 (5–7)

Norling, J. S. & Norling, E. R. Pogo's farm adventure; a story of soil. Holt. 1948. $1.50 (2–4)

Olds, Elizabeth. Riding the rails. Houghton. 1948. $2.50 (2–5)

O'Neill, Hester. The picture story of the Philippines. McKay. 1948. $2.50 (4–8)

Quinn, Vernon. Pageant of the seven seas. Lippincott. 1948. $2.50 (6–8)

Reichert, E. C. My truck book. Rand McNally. 1948. 29c (K–2)

Rothery, A. E. Iceland roundabout. Dodd. 1948. $2.75 (6–9)

Tatham, Campbell. The first book of trains. Watts. 1948. $1.50 (1–3)

Tenggren, Gustaf. Cowboys and Indians. Simon & Schuster. 1948. $2 (All ages)

Witty, P. A. & Kohler, Julilly. You and the Constitution of the United States. Children's Press. 1948. $1.50 (6–9)

Yaukey, G. S. Japan, by Cornelia Spencer, *pseud.* Holiday House. 1948. $1.75; bds. $1.25 (6–8)

——— Let's read about China. Fideler. 1948. $2.95 (5–7)
China past and present. Many illustrations.

Biography

Burt, O. W. Luther Burbank, boy wizard. Bobbs-Merrill. 1948. $1.75 (4–5)

Eaton, Jeanette. That lively man, Ben Franklin. Morrow. 1948. $2.50 (6–9)

Garst, D. S. Buffalo Bill. Messner. 1948. $2.75 (5–8)

Monsell, H. A. John Marshall, boy of young America. Bobbs-Merrill. 1949. $1.75 (4–5)

Stevenson, Augusta. Buffalo Bill, boy of the Plains. Bobbs-Merrill. 1948. $1.75 (3–4)

Van Riper, Guernsey. Lou Gehrig, boy of the sand lots. Bobbs-Merrill. 1949. 75c (4–5)

Wheeler, Opal. Frederic Chopin, son of Poland; early years. Dutton. 1948. $2.75 (4–6)

Science

Beeler, N. F. & Branley, F. M. Experiments in science. Crowell. 1947. $2.50 (4–7)

——— Experiments with electricity. Crowell. 1949. $2.50 (5–9)

Bronson, W. S. Starlings. Harcourt. 1948. $2 (3–6)

Fenton, C. L. Wild folk at the pond. John Day. 1948. $2 (3–6)

Geralton, James. The story of sound. Harcourt. 1948. $2 (5–8)

Henderson, L. M. Amik, the life story of a beaver. Morrow. 1948. $2.50 (4–8)

Jaeger, Ellsworth. Tracks and trailcraft. Macmillan. 1948. $3.95 (6–12)

Mason, G. F. Animal sounds. Morrow. 1948. $2 (5–8)

Meyer, J. S. Picture book of molecules and atoms. Lothrop. 1947. $2 (5–8)

Schneider, Herman, & Schneider, Nina. Let's look inside your house. W. R. Scott. 1948. $1.50 (3–6)
How the water, heating and electrical systems work in a modern house.

Webber, I. E. Bits that grow big; the story of plant reproduction. W. R. Scott. 1949. $1.50 (3–5)

Zim, H. S. Rabbits. Morrow. 1948. $2 (2–5)

Handicrafts, Hobbies, Games

Farnam, Helen, & Wheeler, Blanche. Let's make a puppet! Webb. 1947. $1 (4–7)
Easy to follow instructions.

Harshaw, R. H. & MacBean, D. W. What book is that? fun with books at home — at school. Macmillan. 1948. $1.50 (4–9)
Will be useful for homeroom and assembly programs.

Horowitz, Judith, & Horowitz, Caroline. A treasury of parties for boys and girls. Hart. 1948. $1.50 (ages 7–12)

——— A treasury of parties for little children. Hart. 1948. $1.50 (ages 3–7)

Lee, Tina. How to make dolls and doll houses. Doubleday. 1948. $2.25 (3–6)

Leeming, Joseph. More fun with magic. Lippincott. 1948. $2.50 (6–10)

——— Paper craft. Lippincott. 1949. $2.50 (5–10)

Maginley, C. J. Toymaker's book. Harcourt. 1948. $2.50 (5–9)
Clear and detailed instructions for making simple toys and games at little or no expense.

McFarlane, J. W. It's easy to fix your bike. Wilcox & Follett. 1947. $1.75; pa. $1 (5–9)

North, Robert. Town and Country games. Crowell. 1947. $2.50 (3–7)

Schloat, G. W. What shall I do? Scribner. 1949. $2 (1–6)
Things to build, tricks, games and things to do — all well illustrated with photographs.

Taylor, Jeanne. Child's book of carpentry. Greenberg. 1948. $2.50 (3–6)
Clear, simple text and many exact illustrations.

Todd, J. P. Tricks every boy can do. Hart. 1948. $2 (5–8)

Verrill, A. H. The young collector's handbook. McBride. 1948. $2.75 (6–9)
Practical guide to collecting.

Zim, H. S. Codes and secret writing. Morrow. 1948. $2 (6–9)

Editions and Reprints

Alcott, L. M. Eight cousins. World. 1948. $1.25 (Rainbow classics.)

Bland, E. N. The wouldbegoods; being the further adventures of the treasure seekers. Coward-McCann. 1948. $2.50

Davis, Robert. Padre Porko, the gentlemanly pig. Holiday House. 1948. $2.50 (4–6)
Two new stories have been added.

Harris, J. C. The favorite Uncle Remus; selected, arranged and edited by George Van Santvoord & A. C. Coolidge. Houghton. 1948. $3
Sixty stories from Uncle Remus with the original A. B. Frost illustrations.

Lang, Andrew, *ed.* Blue fairy book. Longmans. 1948. $2 (3–6)
The Green, Red and Yellow fairy books have also been published in the same format.

Lorenzini, Carlo. Pinocchio, the tale of a puppet. Lippincott. 1948. $2.50

Mitchell, L. S. Here and now story book. New ed., rev. and enl. Dutton. 1948. $2.50 (ages 2–7)

Morrow, E. C. The painted pig; a Mexican picture book. Knopf. 1949. $2

Palmer, Elizabeth. Up the river to danger. Cadmus. 1948. $1.72

Spyri, Johanna. Heidi. Lippincott. 1948. $2.50 (Lippincott classics); Grosset. 1948. $1 (Thrushwood bks)

Stevenson, R. L. Kidnapped. Grosset. 1948. $1.25 (Illustrated junior library)

Tatham, Campbell. First flying book; new ed. Watts. 1948. $1.50 (1–3)

Reference Books

A child's first picture dictionary, by Lilian Moore. Wonder Books. 1948. 25c (1–3)
Each word is used in one or more sentences and illustrations help present the meaning.

My first picture dictionary. Wilcox. 1948. 60c (K–2)
One hundred twenty widely used words are printed in clear manuscript type and beside each an illustration.

New Editions of General Reference Books

Britannica, junior. Encyclopaedia Britannica, Inc. 1949. 15v.

Compton's pictured encyclopedia. Compton. 1949. 15v.

The world book encyclopedia. Field Enterprises. (Formerly Quarrie) 1949. 19v.

School Libraries

Basic Book Selection Tools

Children's catalog; a dictionary catalog of 4200 books, 7th ed. rev. H. W. Wilson. 1946. Write for the price to your school.
The 1947–48 Supplement is also available at no extra cost.

Library Teaching

Mott, Carolyn, & Baisden, L. B. The children's book on how to use books and libraries. Scribner. 1948. $1.88

——— Children's library lesson book. Scribner. 1937. 84c
To be used with *The children's book on how to use books and libraries.*

Children's Literature

Arbuthnot, M. H. Children and books. Scott, Foresman. 1947. $5; text ed., $3.60
A textbook for children's literature courses for adults covering the reading interests of children two years of age through junior high school. All types of reading except textbooks are considered, individual titles are evaluated, criterions for evaluation are given. Will be welcomed by teachers and librarians.

Johnson, Edna, & others, *comps.* Anthology of children's literature. Houghton. 1948. $7.50

Records

Barbour, H. W. & Freeman, W. S. The children's record book; an authentic guide to recorded music for children. Durrell, 527 Lexington av., New York 17, N. Y.

Eisenberg, Philip, & Krasno, Hecky. A guide to children's records. Crown, 419 Fourth av., New York 16, N. Y. 1948. $2